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INTERRELATING LISTENING AND READING.

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THE INTERRELATIONSHIPS BETWEEN LISTENING AND READING ARE DISCUSSED. SOME COMMON ELEMENTS BETWEEN THE TWO SKILLS ARE VOCABULARY, SENTENCE PATTERNS, ORGANIZATION OF IDEAS, AND ADJUSTMENT TO THE FUNCTION OF LANGUAGE. LISTENING COMPREHENSION IS POSITIVELY RELATED TO READING COMPREHENSION. READING AND LISTENING INVOLVE THE SAME MENTAL PROCESSES -- STIMULI AND PRECEPTION. DIFFERENCES BETWEEN THE TWO CENTER AROUND THE RATE OF PRESENTATION AND THE NUMBER OF TIMES THE INFORMATION IS AVAILABLE. IT HAS BEEN FOUND THAT A LISTENING TEST IS AS EFECTIVE AS PREDICTOR OF SUCCESS IN READING AS A STANDARDIZED READING TEST. CLASSROOM LISTENING OR READING INSTRUCTION SHOULD INVOLVE THE GOALS ESTABLISHED FOR THE LEARNER, THE PRACTICE NECESSARY TO ACHIEVE THAT GOAL, AND AN EVALUATION OF PROGRESS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (BK)

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# INTERRELATING LISTENING AND READING

Interest in the relative similarities and interrelationships between listening and reading has been high for many years. With a greater emphasis upon listening in the language arts curriculum of the schools even more research studies seem to be concerned about this interrelationship.

## Correlation Between Listening and Reading

There are certain common elements that are found between listening and reading. Among these common elements are vocabulary, sentence patterns, organization of ideas, and adjustment to the function of language (1). Positive relationships then between listening and reading would be expected because of the common elements that are found in listening as well as in reading.

Listening comprehension is positively related to reading comprehension. In teaching a child to read in the early primary years, it is much easier to teach the child to

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recognize a word in print if he already comprehends this word in his listening vocabulary (8). There have been many studies that have shown a high correlation between listening and reading comprehension. Goldstein (6) reported a correlation of .78 between listening comprehension and reading comprehension. Other studies that show this positive correlation between reading comprehension and listening comprehension are those done by Blewett (2), Brown (3), and Pratt (15), to mention a few specific studies. Listening and reading have high positive correlations which do indicate that an interrelationship does exist between these two receptive language arts skills.

## Comparison Between Reading and Listening

In comparing listening and reading Caffrey (4) mentions a term involved in the end product of good listening called "auding." He compares the two further by writing, "With the eyes, we see, we look at, we read. With the ears, we hear, we listen to, and aud." The learning stage of reading and listening can be compared; thusly, a child must be able to see and look at the word before we ask him to read or comprehend it. In listening, a child must be able to hear and listen to the word before he can aud or comprehend it. For example, a child may be able to hear the word "fantastic" if he has normal hearing sensitivity, also, he can listen to the word "fantastic" if he attends to the sound of the word, but he

may not aud or comprehend the word because he does not have the necessary experiential background to comprehend that this word might mean imaginary, wonderful or some other meaning. Another case could be the child from Mexico, who in the United States has normal hearing and can listen to spoken English, but does not comprehend the English language at all because he only speaks and understands the Mexican language. In using auding and comparing this to reading, the two language arts areas become even more easily compared and the only adjustment necessary would be the difference between visual and auditory language. Once the parallel between auding and reading is understood, the teacher can prepare units and methods of teaching auding along the concepts and skills used in teaching reading. One should realize that listening (auding) is an art as complex as reading and as improvable through instruction and guided practices as reading (7).

Reading and listening involve about the same mental processes; that is, once the stimuli, visual or auditory, have been received by the individual, images or ideas are perceived. The thought or the experience, according to Wiksell (16), becomes the reality, and the words, visual or auditory, by which the new learning was acquired becomes less important. There are, however, several differences too. The rate of presentation is different. Reading may be adopted to

the individual's predetermined rate of assimilation, but in listening the speaker determines the rate. There usually is not an opportunity for the listener to rehear certain sections of the speech whereas a reader may reread at any time. For example, here is a test item for you to listen to and determine the proper answer:

> Almost all of the products that we use today have at some time traveled on conveyors in large factories, industry or mining operations. There a several different types of conveyors such as belt-type, metal-slat, monorails, and others. No matter what type of conveyor all conveyors (1) provide new products for the consumer, (2) create new jobs faster than they eliminate old jobs, (3) make shipping more efficient, (4) help to keep things moving in our daily lives.

As a listener you may want to hear all or part of the test item again, however as a listener usually one cannot rehear it. As a reader you could reread the item. If you were listening and comprehending you should have selected number three as the answer.

A reader may go to the dictionary for unfamiliar words, but the listener has few moments for this type of an activity during listening. In reading, also, there is more time for reflection than is usually found in a listening situation. Even though the mental processes are similar many differences

do exist between reading and listening.

Effect of Instruction in Listening on Reading

Inasmuch as listening and reading are both receptive skills and are interrelated, it follows that improvement in one may result in the improvement of the other. The studies of Kelty (10), Marsden (13), Lewis (12), and Hollingsworth (9) had as their objective the goal of determining what effect practice in listening would have upon reading. In these particular studies, the children were given listening exercises and then reading tests were administered to determine the effect, if any, listening improvement had upon reading achievement. The former studies mentioned did seem to have a favorable, positive effect upon the improvement of reading when training in listening was given elementary children for certain specific purposes. These specific purposes were to: (1) get the main idea, (2) get the supporting details, and (3) draw conclusions. These listening exercises in these three areas seem to have a positive effect on reading for these same three purposes for the pupils involved in the study. The latter study did not find any significant differences. Although the results are not entirely consistent, many studies show that instruction in listening skills leads to improved reading.

Reading Potential Predicted By Listening Test

A listening test has been used as a predictor for

reading readiness. Launderville's (11) study was to investigate the use of listening ability as a means of predicting success in first grade reading. It was found that a listening test was as effective in predicting success in reading as was a standardized readiness test. Even with children before formal reading instruction is given the interrelationship of listening and reading are indicated insomuch that listening tests can predict reading success. Another study involved in determining the predictive reading potential of elementary school children through a listening test in grades two, three, and four was done by Owen (14). The education implication discovered in this study was that a child's approximate level of reading expectancy can be more accurately obtained by using a combination of tests of intelligence and listening comprehension than by using intelligence or listening tes as single predictors. The interrelationship of listening and reading reflects itself in this study, too. These two studies just cited support the value of listening tests in predicting reading potential.

## Interrelating Listening and Reading In The Classroom

Although the investigations involving listening and reading seem to be plentiful, the application of these findings into classroom experiences seem to be lacking. In teaching

listening or reading one must keep several items in mind. First, the teacher must establish a goal for the learner or at least teach the learner how to establish his own goals in instruction. In setting a goal, the teacher might establish one such as this one. After this listening exercise, the child should get the main idea from the selection.

Second, after the goal is established, practice is necessary to achieve the learning which is necessary in order to reach the goal established. Now the teacher must give the pupils in the classroom an opportunity to listen to the teacher reading a selection. Under the teacher's guidance the pupils would discuss how to get the main idea. The teacher by the use of taped selections or other means would give the children several listening exercises in which each one would write out the main idea of the selection. During this practice period the teacher should check to make sure each pupil understands what it is he should be finding.

Third, some type of evaluation or appraisal is finally needed. The teacher would then be able to determine how well the children learned how to find the main idea of a selection. This type of exercise in listening would also aid them during a reading lesson to find the main idea of a

As the classroom teacher interrelates his reading and listening, it is very important that the teacher keeps the

preceding three elements of instructional practices in mind. Direct instruction in the skills necessary for reading and listening more beneficial than indirect techniques; therefore, the teacher must be aware of the skills necessary and make plans to teach them in the classroom rather than hoping that the listening skills will be learned without direct instruction.

Reading accompanied by ample discussion in the classroom could be an appropriate way of interrelating reading and listening. After the children read a selection, descriptions and imagery could be discussed. The child's listening vocabulary could be enriched and his reading vocabulary reinforced through this integration. Care should be taken, however, during these periods to aid the child in improving his listening skills and comprehending the discussion rather than just hearing. This type of an interrelationship with reading and listening could be done prior to reading, during the reading and following the reading of a selection. If the child has an opportunity to listen, participate in reading and the discussion, this reinforcement of vocabulary, concepts and ideas may become an actual part of the child's learning and may become usable to him.

Another opportunity a classroom teacher has of interrelating reading and listening is in the oral reading period.

As a child reads from reference books or other materials to share his research with his class, listening opportunities become plentiful. At this time, a teacher may instruct his pupils in the proper listening habits needed. This type of instruction should normally precede the sharing period. The teacher could develop listening habits, such as proper attitude, adaptability to the physical situation, thinking ahead of the speaker, drawing conclusions, periodically during listening situation, and others. This type of sharing would give the class pupils ample opportunity to practice proper listening skills, and at the same time receive valuable information in science, social studies or another area of the curriculum. Oral reports that are given by the pupils throughout the school year could be just another opportunity for the interrelating of reading and listening.

## Conclusions

Reading and listening correlate highly with one another in a positive relationship. It has been reported that there are common elements that are similar in both reading and listening and that an interrelationship does exist between these two receptive skills.

Many studies have compared the common appects in reading and in listening. Reading and listening involve some of the same mental processes and the individual using these processes

needs training to be able to comprehend and learn from the experiences which he receives both visually and auditorially. In comparing listening and reading, differences seem to exist in the problems which are involved in the media used in the presentation of listening as compared to reading, such as the printed book compared to the speaker.

Improvement in listening has a positive effect upon reading. Although the results are not entirely consistent, many studies indicate that instruction in listening skills leads to improved reading. Not only does the improvement of listening affect reading, but listening tests can also be used as a predictor for reading success as well as in predicting reading potential of pupils in the classroom.

In listening or reading instruction the steps are quite similar; first, a goal is necessary; second, practice is needed; and third, an evaluation or appraisal should be made of the progress. Direct instruction in listening skills necessary for maximum improvement. Reading accompanied with discussion will help in interrelating reading and listening in the classroom. During the oral reading period or oral report sharing time, another opportunity of interrelating reading and listening presents itself to the class if an alert teacher is willing to use this time in a beneficial way.

In conclusion, Duker (5) stated: "The effective planning

of reading instruction is made impossible when the interrelationships between reading and listening are ignored." All of us who are concerned with the teaching of reading must take into account the importance of the listening role in reading instruction and understand how reading and listening are interrelated.

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